Welcome! Let's start with a check-in

What's something you've done to take care of yourself this week?

- **Keep yourself on mute unless you're speaking**

- **Keep your video on if possible - We'd love to see you!**

- **Use the chat to ask questions**

- **Prepare to engage!**
  - Tabs closed
  - Share ideas
  - Bias to action

What are we accomplishing in this Sprint?

✓ We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making. Through this we reviewed essential questions and identified key decisions to be made.

❏ We will **evaluate scheduling** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc. This will prepare us to design **prototypes** for discussion with school leaders, community members, and Thought Partners.

❏ Our teams will review **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.

Review Test Build

Sprint 2 07/06 - 07/17

Plan

- Schedule Guidance + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

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Today at a Glance

This Zoom	→	CFPT Zoom

Now to ~ 10am

~ 10 am to 11 am

- Family + Staff Survey Results (Clint, Accountability)

- Small Group Data Review through a modified Ladder of Inference

- Preview of Next Week + Outputs

- Continue through Workbook

- Focus on Core Area Guidance + Decisions for Schedule Prototypes

*Reminder: please upload your Zoom Recordings into the Google Doc. Sahar is here to assist you if you have any questions.

Survey Data Walkthrough from Clinton Page

Historic Participation Rates

11,852 Family Survey Responses

- Historic participation rates within all groups
- Continued reduction in underrepresentation while work remains to fully eliminate (Hispanic/Latino -16% pts and Black/African American -6% pts)

2,077 Staff Survey Responses

- Estimated response rate of 85% of all staff.
- Lower response rates in transportation (25%) and facilities/maintenance (18%)

Survey Limitations

- Unique needs and attributes of non-respondents is possible.

- In rapidly changing environment stakeholder perceptions may also change quickly.

- Survey is only one data collection source and needs to be balanced with all other available data.

Current Family Preference

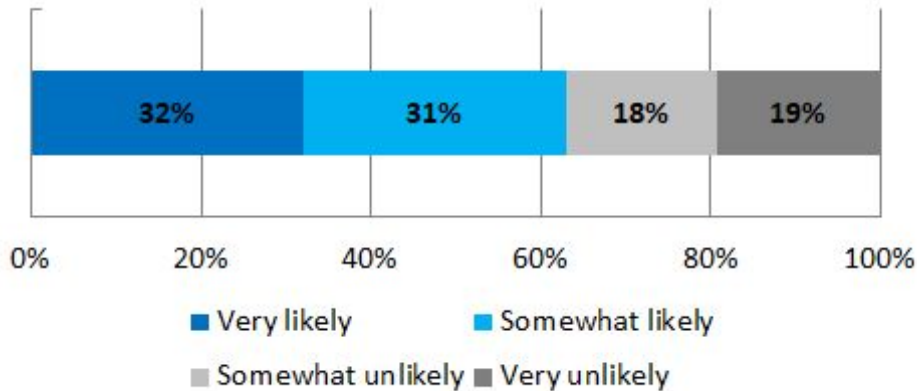### Family Preference Between Two Reopening Models

40%

60%
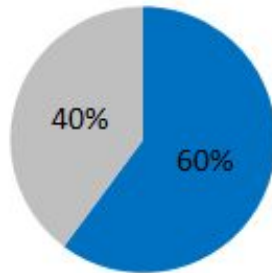
■ A Hybrid Approach: Partial virtual learning and partial in-school instruction following state health orders, social distancing and social gathering guidelines

■ A Fully Virtual Approach: 100% virtual learning with refinements based on feedback from students, staff and families regarding distance learning in March through June

- A majority of family survey respondents currently prefer the Hybrid Approach.

- White families (72%) were most likely to prefer the Hybrid Model compared with Hispanic/Latino (53%) and Black/African American (48%) families.

- PreK-2 (65%) and grades 9-12 (63%) families were more in favor of the Hybrid Approach compared to grades 3-5 (58%) and 6-8 (54%).

Current Staff Return On-Site

Likelihood that Staff will Return to Work On-Site

Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
32%	31%	18%	19%

0% 20% 40% 60% 80% 100%

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

- 63% of staff survey respondents currently feel it is somewhat to very likely they return to work on-site this fall

- Highest likelihood of return were seen within support staff (73%) with school-based licensed staff (60%) and central office staff (60%).

- No large differences were seen across staff grade-bands with all falling within three percentage points of each other.

Top Factors Influencing Family and Staff

Factors Influencing Reopening Preferences/Likelihood to Return to Work On-Site			
Families- Top 5 factors	**Families**	**Staff- Top 5 factors**	**Staff**
My child's physical health and safety	56%	Personal physical health and safety	63%
My child's engagement in learning	33%	My family's physical health and safety	54%
My family's physical health and safety	32%	Student needs	39%
My child's social needs	28%	Personal mental health needs (e.g., stress, anxiety)	25%
My child's mental health needs (e.g., stress, anxiety)	20%	Childcare needs	17%

- Both family and staff reported **physical health and safety as the top factor** in their current decision-making. Family and staff also both reported the **learning and needs of students** as primary drivers in decision making.

- Family responses did vary based on model preference with families selecting the **Hybrid Approach prioritizing learning (50%) and social needs (44%)** of students where families selecting the **Fully Virtual Approach overwhelmingly cited their student's physical health and safety (87%)**.

- Factors for **staff varied slightly by position category**, with support staff and other staff reporting financial considerations among the top five.
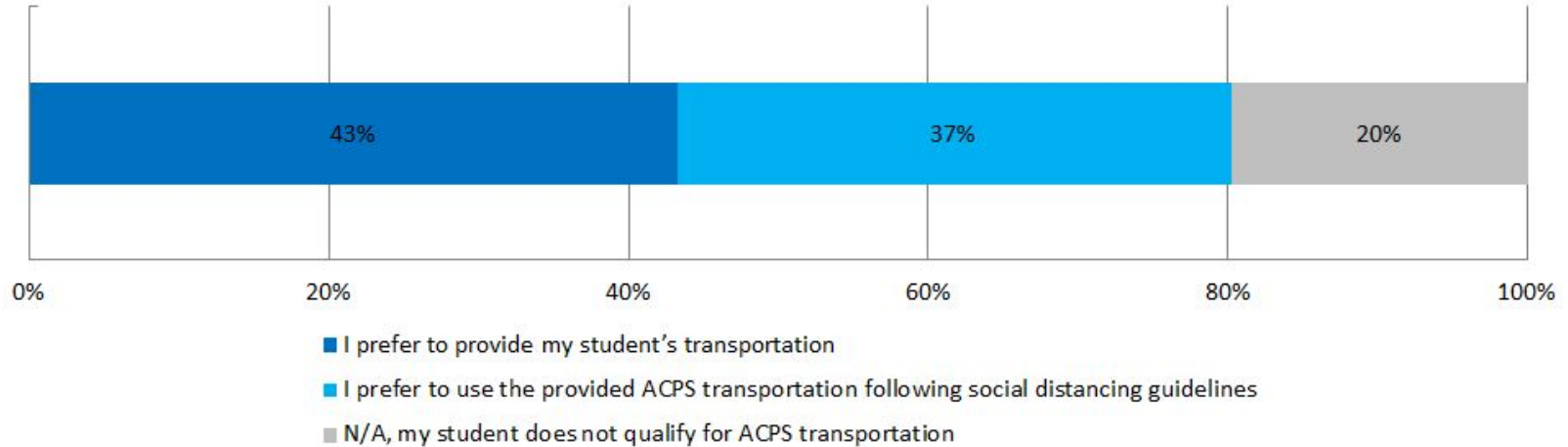
Support of Safety Measures

Support of Safety Measures		
Percentage in support of:	**Families**	**Staff**
Wearing a face mask	88%	90%
Participating in on-site temperature checks	93%	93%
Using hand sanitizer regularly	95%	96%
Participating in regular hand washing	97%	97%
Using disinfectant wipes on surfaces	96%	95%
Maintaining social distancing	93%	93%
Limited classroom seating to maintain social distancing	92%	-
Students having meals in the classroom instead of the cafeteria	88%	64%
Personally ensuring students and staff follow all safety measures	-	86%

- A vast majority of families and staff reported strong support for safety measures.

- Students having meals within classrooms was the least supported measure by staff (64%).

- Mask-wearing was supported at equivalent rates (88% to 95%) across grade-level bands across family and staff respondents. .

Current Family Transportation Plans

Transportation Needs for All Families

43%	37%	20%

- I prefer to provide my student's transportation
- I prefer to use the provided ACPS transportation following social distancing guidelines
- N/A, my student does not qualify for ACPS transportation

- 37% of all family responses report current plans to use ACPS transportation with no difference in ratio between all respondents and those selecting the Hybrid Approach.

Small Group Breakouts Data Review Protocol

- **First**: What do you **see** in the data?

- **Then**: What **questions** does this bring up for you?

- **Finally**: What **implications** do this have on our schedule or to your Core Area?

Helpful Hint: Stay low on the Ladder of Inference first. Don't jump to assumptions, conclusions, or action too quickly!

"I notice that 60% of families selected ___."

"I wonder why…"

"This makes me think we might…"

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Whole Group Debrief

What is **one thing** you are still thinking about after reviewing the data?

Where we've been & where we're headed

Which Sprint?	What goes into our Final Report?	Aligned Deliverable	What does it communicate?	What's the level of specificity?
Sprint 1	Benefits & Risks for each Model	[Synthesized Benefits and risks for all teams](#)	Aligning w/in and across teams as we prepare to make larger decisions for reopening	Division-level
Sprint 1	Key Decisions for each Focus Area	[Workbooks section I & II](#)	Clarifying decisions and dependencies w/in and across teams as we begin building our schedule	Division-level
Sprint 2 07/06 - 07/17	Informs Schedule Guidance & Prototypes	Community Survey	Pulse-check to gauge what prototypes we must build in Sprint 2, and community felt needs across Models	Division-level
Sprint 2 07/06 - 07/17	Schedule Guidance for each Model	[Schedule Guidance Prototypes](#)	Using what we know about facility and transportation capacity, begin designing schedule guardrails and planning guidance for ES + Secondary	Division-level
Sprint 2 07/06 - 07/17	Prototypes & Stakeholder Playbooks	V1 of Playbooks & Schedule Guidance Prototypes	Given our drafted schedule - we share strategies, processes, or potential solutions across Models for various stakeholder groups	Division + school-level + stakeholder-level
Sprint 3 & 4 07/20 - 08/14	Action Steps	VFinal of Playbooks & Schedule Guidance Prototypes → Final Report	Decisions that are "safe enough to" move forward with across or in a given model, and include updated policies and processes aligned to latest and greatest information and stakeholder input.	Division + school-level + stakeholder-level

Resources + Samples

ACPS Schedule Prototypes

[Stakeholder] **Playbooks**
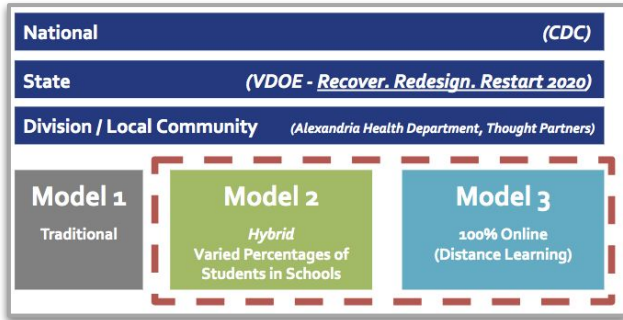
As CFPTs, we reviewed National and State guidance, as well as dig into [example schedules](#) from [Northern VA divisions](#) (and others).

Elementary	Secondary
Schedule A (Hybrid)	Schedule C (Hybrid)
Schedule B (Virtual)	Schedule D (Virtual)

Detailed models outlining student instruction and **what** will be expected to support the "school day" and student learning.

Guidance to different stakeholder groups on **how** to implement (tools, division guidance, actions and examples).

These models are tested for feasibility (e.g. staffing, cost, matching family needs).

These documents form the foundation for our Comprehensive Reopening Plan.

Schedule Prototypes: Design Considerations

	Elementary	Secondary
Hybrid	Schedule A (Hybrid)	Schedule C (Hybrid)
Virtual	Schedule B (Virtual)	Schedule D (Virtual)

- **Days attending?**
  - Number of days in person attending (eg. 2 days a week in-person, 3 days a week virtual)
  - Consecutive days vs alternating days (eg. AB Schedule/AABB Schedule)
  - Students attending the entire SY vs. certain weeks
- **Who attends?**
  - Most students vs all students (eg. extra instruction for specific groups)
  - Entire grades vs some grades? Which students attend on which days? Do some students attend more than others? What do our students need?
- **Synchronous (In person and virtual)**
  - What is prioritized during in-person time?
  - What are the expectations for synchronous and asynchronous time by: grade level, subject
  - Will we adjust what courses are offered such as electives and specials?
- **Asynchronous Guidance (virtual)**
  - What is prioritized during asynchronous time?
  - What is not happening during asynchronous time?
- **Teacher Considerations**
  - Looping with students?
  - Is there a day that no students will be in the building (i.e. teacher planning day)?
  - What teacher hours/contracts should we keep in mind when planning?

SUMMARY of FOCUS AREAS:
ACPS recognizes this is a stressful situation and that employee communication, education, and training will ~~prioritize the safety and we~~ deliberate in developing pa~~changing conditions that im~~

These come from the 'team set up' section of your workbook

CRITERIA FOR SUCCESS:
ACPS supports employee Physical Safety and Emotional Wellbeing through communication, education, and training both in-person and virtually.

WHAT WE HEARD:
[insert feedback from survey and C~~ ~~sking schools to make]

Populate with aligned qualitative and quantitative data from surveys and community conversations

DIVISION EXPECTATIONS:
- Human Resources and Health Services will provide safety procedures based on the varying situations of employees. Accommodations may include flexible work spaces, which may have implications for departmental and aux~~

Guidelines are rooted in CDC, VDOE, Thought Partners, and guidance you've started creating in your workbooks

MUST DOs Campus Action Items:

1. ~~will provide procedures to ensure employee safety in regards to student movement, personal space, physical~~
2. Campus leaders ~~ings and/or individual need~~
3. Campus admin~~sibility in the care of each other, s~~ort groups, virtual social gathering~~
4. Staff will requir~~ ~~9. For example when students should be sent to the clinic, dismissed or virus transmission from surfaces.
5. Staff will require training developed by Counseling and Whole Student Wellness. The Schoology Course will be available to campuses through the Back to School Toolkit

These are decisions you believe schools must make for schools to open successfully. These are actions that individual schools will own during the reopening process

MAY DOs Division Guidance
- ~~ ~~yees by providing trauma~~
- Health Services w~~emic. Possible topics include: sti~~loyee workload expectations

These are decisions you believe are 'nice to haves' or 'good to know', and/or are decisions that will be exclusively owned at the division-level. This language will be tweaked, depending on the Focus Area.

☑ On Campus
☑ Hybrid
☐ Virtual

SUPPORTING SCHOOL DOCS

Note: Link your supporting documents below

- E.g. Toolkit of Resources
- Safety Procedures guidance

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STEP 1: Reflect on the Models + Schedules we explored
[15 min discussion]

Insight "An aha I have is…"

Wondering "A question I have is…"

Action "A next step I can take is…"

Anchor Schedules for Hybrid + 100% Distance Learning

STEP 2: Set expectations within and across Models

[15 min discussion]

- What can students, staff and/or families expect from ACPS regardless of model?

- In what ways does your **Core Area** support the Hybrid Model and the Virtual Model?

We will use this information to build our Scheduling Prototype

STEP 3: Confirm Key Decisions + Scheduling Interdependencies

[30 min discussion]

- What is the relationship between this decision and determining scheduling guidance?

- Who owns this decision?

- What information is needed to make a decision or recommendation?

Questions to Ask Yourself to Understand Interdependency

- Do we need to know the specifics of which hybrid or virtual model ACPS selects to make a decision?

- Would students + families need this information if deciding whether to enroll in hybrid or virtual learning model?

- Does our school staff need this information to know what / when / where / how to perform their job responsibilities?

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BUDGET	DO NOW			PREVIEW OF WEDNESDAY	
	Confirm Key Decisions + Scheduling Interdependencies *Interdependent* - This decision will impact scheduling OR scheduling will impact this decision. *Not Interdependent* - We can make a decision without knowing the specifics of the schedule *Not Applicable* - This Decision does not apply to this Model	**Identify Who Owns this Decision** *Examples:* - Our CFPT - Principals - Dept Name / Lead - VA Health Dept	**List any information needed to make a decision or recommendation.** *Example:* - Number of staff returning - Number of families needed technology assistance - List of students attending each day schedule day	**Build Recommendations: Division Guidance + School Actions**	
DECISION ([from here])	**HYBRID**	**VIRTUAL**	**OWNER**	**INFORMATION NEEDED**	*Recommended Division Guidance*	*Recommended School Actions*
DECISION: Funding constraint driving active management of spending constraints						
DECISION: Are there restrictions on how schools/depts are to spend their budget? What is the expectation?						
DECISION: How does this						

For many of these decisions, you are the owner.

Who is responsible for getting the data? And when will it be available?

These were pulled from from your discussion last week. Feel free to add more, combine existing or delete if N/A.

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Upcoming Board Meeting - At a Glance

1. Scheduling Guidance
2. Survey Review
3. Community Chats & Upcoming Engagement Activities

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Enhanced Continuity of Learning Plan 4.0:
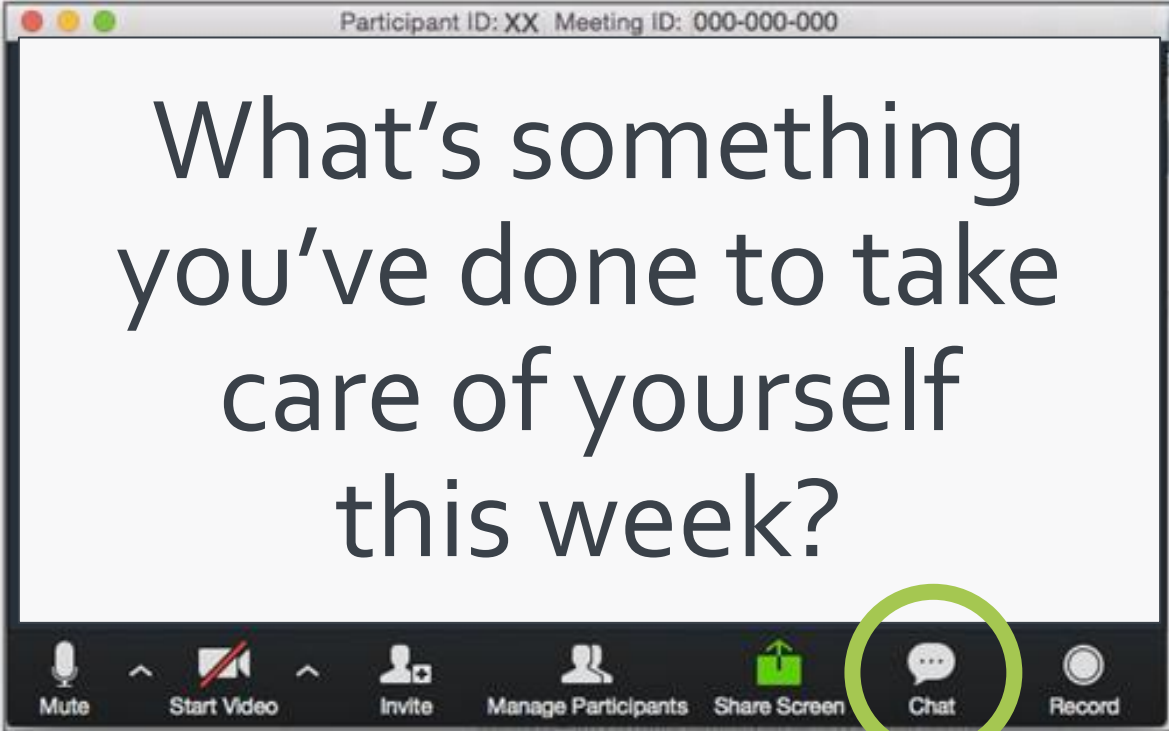
Reimagining Schools
Monday, July 13th
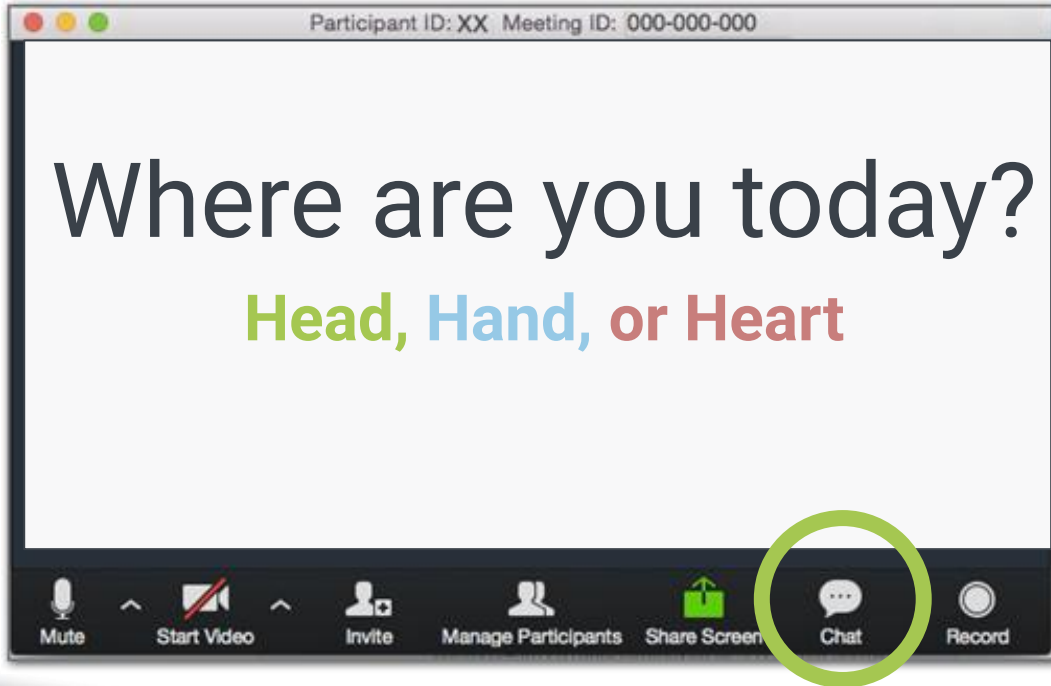
Welcome! Let's start with a check-in

Where are you today?

Head, Hand, or Heart

Participant ID: **XX** Meeting ID: 000-000-000

Mute Start Video Invite Manage Participants Share Screen Chat Record

a lot on your mind

getting things done

in your emotions

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- **Keep yourself on mute unless you're speaking**

- **Keep your video on if possible - We'd love to see you!**

- **Use the chat to ask questions**

- **Prepare to engage!**
  - Tabs closed
  - Share ideas
  - Bias to action

Top of Mind: Our Norms

1. **Psychological Safety** Team members feel safe to take risks, be vulnerable, explore different points of view, and disagree respectfully.

2. **Preparedness** We come to all meetings prepared to be present and participate; topics for discussion and objectives are clear

3. **Dependability** Team members collaborate and communicate to get things done on time and meet ACPS' high bar of excellence.

4. **Timeliness** We start and end meetings on time, using our time wisely.

5. **Structure and Clarity** Team members have clear roles, plans, and goals; we address the content of the material and stay on topic.

Facility + Transportation Capacity

Walkthrough of data by Dr. Alicia Hart + Erika L. Gulick

School Social Distancing Assumptions

- Aim to Maintain **6 Feet Distance** at all Times
  - (i.e. one-way hallways, extra time and different procedures for arrival and dismissal, reconsideration of physical education, recess, etc.)
- **65 SF/Person** to Maintain Social Distancing While Considering:
  - People are not discrete points
  - Cabinetry, furniture and access will restrict configurations
  - Walls must be floor to ceiling to be considered separator for social distance
  - Data inaccuracies
- **1 Teacher Per Classroom** (Including at Kindergarten and Pre-Kindergarten)
- Using all Current **Classroom Spaces**, Not Others at this Time
- **Desks/Furniture** Facing Same Direction
- Classroom **Transitions** will be Eliminated and/or Limited

Capacity Assumptions by School Facility

School	Sum of Social Distance Capacity	Sum of No More Than 10	Adj Secondary	Adj Secondary No More than 10	Current Capacity	Projection	Percent SD Cap of Projection	Percent SD Cap No More than 10 of Projection
Charles Barrett	297	238			512	603	49.25%	39.47%
Cora Kelly	213	188			429	329	64.74%	57.14%
Douglas MacArthur at Taney Ave	400	340			724	642	62.31%	52.96%
Ferdinand T. Day	356	252			650	560	63.57%	45.00%
Francis C. Hammond	852	754	681.6	603.2	1396	1457	58.48%	51.75%
George Mason	251	218			348	422	59.48%	51.66%
George Washington	595	459	476	380.8	1150	1644	36.19%	27.92%
James K. Polk	354	306			756	798	44.36%	38.35%
Jefferson-Houston	339	261			750	661	51.29%	39.49%
John Adams	494	462			858	881	56.07%	52.44%
King Street	1817	1328	1563	1142	2926	3287	55.28%	40.40%
Lyles-Crouch	207	192			375	505	40.99%	38.02%
Matthew Maury	182	172			350	374	48.66%	45.99%
Minnie Howard	456	374	392	322	853	989	46.11%	37.82%
Mount Vernon	418	343			755	907	46.09%	37.82%
Patrick Henry	504	369			850	903	55.81%	40.86%
Samuel W. Tucker	349	270			620	758	46.04%	35.62%
William Ramsay	411	329			748	699	58.80%	47.07%
Grand Total	**8495**	**6855**			**15050**	**16419**	**52.42%**	**43.32%**

Note: This table is based on current assumptions and current information and will be adjusted as more information and detail is available.
If schedule for changing classes remains the same at the middle school and high school level, capacity will significantly reduce (to numbers in the adjusted columns).

Bus Seating Impacts of Social Distancing

Bus Type	Normal Capacity	One Student/ Bench	One Student/ Bench (Alternating)
Standard (30 Passenger)	30	8	4
Standard (53 Passenger)	53	14	7
Standard (65 Passenger)	65	18	9
Equipped w/Lift (65 Passenger)	65	13	7
Standard (77 Passenger)	77	24	12
Equipped w/Lift (77 Passenger)	77	17	9

# Transportation Social Distancing Assumptions

- **10,000 Students** Qualified to Ride Bus
  - Approximately 6,500 students *actually participate* in ridership
- **Fleet Utilization**
  - 123 total buses in fleet
  - Leaves no contingency option if all used
  - Can have multiple transportation scenarios based on fleet utilization
  - 102 routes, 2 runs (current)
  - 102 routes, 3-4 runs (anticipated)
- **"Siblings"** will be Allowed to Sit Together
  - Defined as children who live in same residence regardless of familial relation

Bus Social Distancing Examples
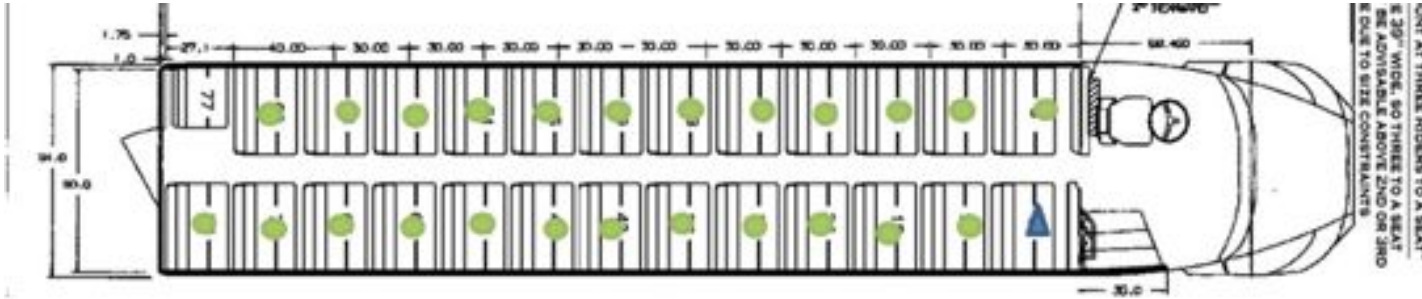
One Student/Bench (77 Passenger Example)
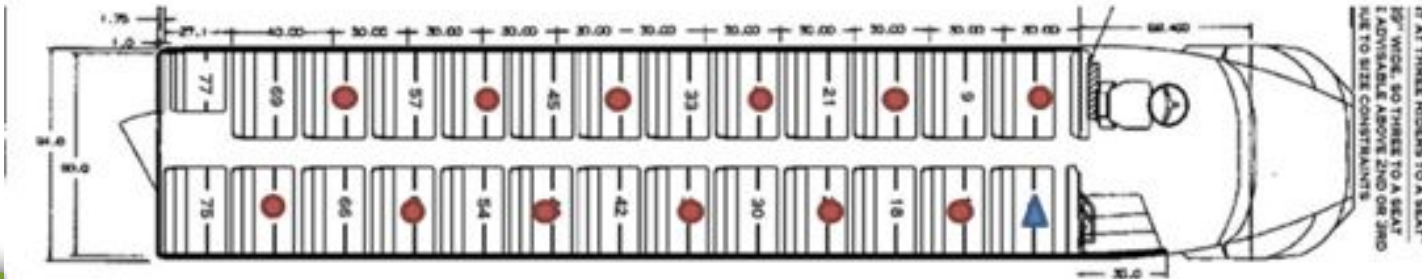
One Student/Bench (Alternating) (77 Passenger Example)

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Transportation Capacity Analysis

Scenario A: Utilize 90 Buses, Allowing Contingency					
Type	Passenger Capacity	Quantity of Buses	# of Students Transported (Estimated Normal Ridership)	# of Students Transported (One Per Bench)	# of Students Transported (Alternating)
Standard	30	2	60	16	8
Standard	53	8	424	112	56
Standard	65	5	325	90	45
Equipped w/Lift	65	7	455	91	49
Standard	77	67	5159	1608	804
Equipped w/Lift	77	1	77	17	9
Totals		90	6500	1934	971
Capacity Change				-70.2%	-85.1%

Scenario B: Utilize 123 Buses, No Contingency					
Type	Passenger Capacity	Quantity of Buses	# of Students Transported (Based on Fleet Capacity)*	# of Students Transported (One Per Bench)	# of Students Transported (Alternating)
Standard	30	2	60	16	8
Standard	53	8	424	112	56
Standard	65	5	325	90	45
Equipped w/Lift	65	7	455	91	49
Standard	77	100	7700	2400	1200
Equipped w/Lift	77	1	77	17	9
Totals		123	9041	2726	1367
Capacity Change				-69.8%	-84.9%

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Employees Residing in Neighboring Areas

Location	Number	Percentage	Location	Number	Percentage
Alexandria City	1082	36%	Loudoun County	35	1%
Arlington	225	7%	Maryland	380	13%
division of Columbia	137	5%	Other	100	3%
Fairfax County	815	27%	Prince William County	259	9%
Total Number of Employees: 3033					

Our Work This Week

Overview by Education Elements

Starting with Common Language

MODEL: a specific possibility; the goal is not a perfect plan, but rather used to uncover differences in an atypical school year. Our models will help us to start planning for new processes, policies and procedures specific to the ACPS context.

SPRINT: a set period of time during which specific work has to be completed and made ready for review.

CORE AREAS: The Cross-Functional Planning Teams are focused on a variety of topics that will likely require deep design and redesign to support a future learning model. These are viewed as the topics that need to be addressed in most or all of the possible models.

PROTOTYPE: generating innovative solutions by keeping our community at the center of the design process, gathering feedback early and often.

A Sprint Approach Guides Our Planning
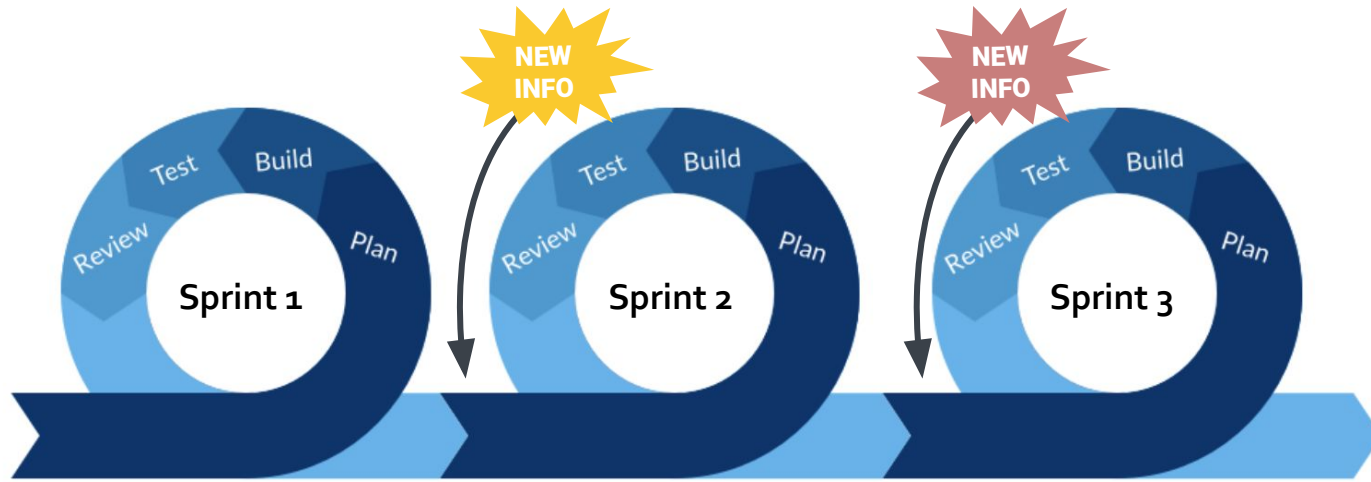
- We will operate in phases, so that we can test ideas, gather data, and constantly evolve the plan. Throughout the process, we will remain agile and willing to adjust course based on new information

- Each phase has its own purpose, set of outputs, and roles. Communications will be developed throughout, with updates provided across the ACPS community
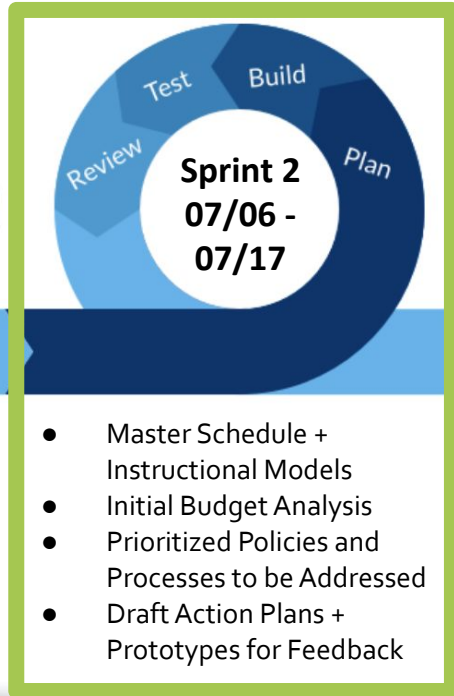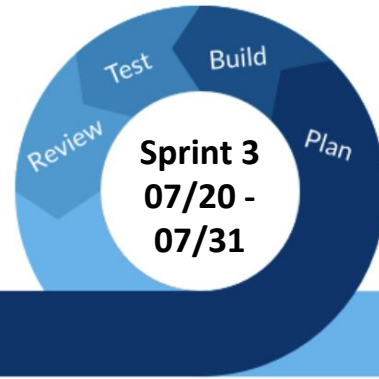
Our CFPT Work at a Glance

CURRENT ACTIONS
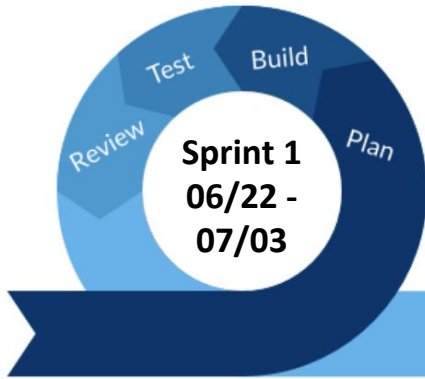
Sprint 1
06/22 - 07/03
- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget

Sprint 2
07/06 - 07/17
- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

Sprint 3
07/20 - 07/31
- Action Plans + Prototypes
- Increased Stakeholder Involvement Through Community Conversations
- School Leader Planning
- Budgets Finalized
- Updates to Policies and Processes Proposed
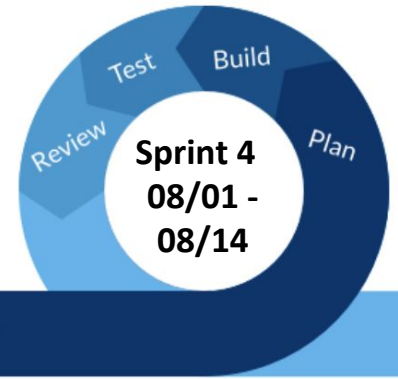
Sprint 4
08/01 - 08/14
- Comprehensive Reopening Report
- Plans Submitted to VDOE
- Student Scheduling
- Transportation Planning
- Guidance for Students and Families

What are we accomplishing in this Sprint?

✅ ☑ We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making. Through this we reviewed essential questions and identified key decisions to be made.

❏ We will **evaluate scheduling** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc. This will prepare us to design **prototypes** for discussion with school leaders, community members, and Thought Partners.

❏ Our teams will review **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.

**Sprint 2
07/06 - 07/17**

Review · Test · Build · Plan

- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

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Example: Student & Teacher Schedules

In-Person Learning and Distance Learning	
STUDENT SCHEDULES: 30% Capacity	**TEACHER SCHEDULES: 30% Capacity**
DAILY - Every student attends school one day a week in-person (except Monday). - When not in school, the student connects on-line to class for synchronous learning on the other days based upon their schedule. - A school day is equal in length to pre-closure and the same start- and end-time as the pre-closure school day.	**DAILY** - Teachers teach 25% of their students face-to-face on each of four days. They may or may not require or invite other students to join portions of the face-to-face lessons via videoconferencing - Teachers have planning time on a daily basis
WEEKLY - Every student attends school one day a week and participates in distance learning the other four days - Mondays are virtual for everyone	**WEEKLY** - Teachers engage in facilitating synchronous learning primarily on the one day on which they do not teach students face-to-face. They may also facilitate synchronous learning during the non-face-to-face time on other days or as part of the face-to-face instruction as referenced in 1.b.i.

SYNCHRONOUS
- Every student will engage in both synchronous and asynchronous distance learning on the four week days in which they are not in school for in-person learning.
- On the days in which a student is not at school but other students are, the student will join the class for sixty to ninety minutes of synchronous distance learning.
- On the days in which no students are in school, students will engage in 30 minutes of synchronous distance learning as well as up to 45 minutes of additional small group synchronous distance learning

ASYNCHRONOUS
- Every student will engage in asynchronous distance learning on the four week days in which they are not in school for in-person learning.
- The daily expectations of time spent on asynchronous distance learning will be as follows: K-2: up to 1 hour; grades 3-5: up to 90 minutes; 6-8: 20 minutes per class; 9-12: 30 minutes per class;
- Provide playlists for students to work on when not physically atte

Sample from another division

Transportation

SUMMARY:

Our community of parents, students, and our staff can expect to receive the highest level of transportation services in the future. Regardless of student schedules, facility changes, or health adaptations, we will continue to provide the highest level of service that our community deserves. We will put processes in place that meet current recommendations at the local, state, and national level to ensure both our staff and students are safe.

CRITERIA FOR SUCCESS:

- 100% of students requiring transportation are served

WHAT WE HEARD:

- Klein ISD student and staff safety is a priority
- Families are concerned about the safety and wellness on buses

GUIDELINES:

- Students will ride the bus at traditional capacity
- Students will be required to wear face coverings on the bus; extra face coverings will be available on the bus
- Encourage parent volunteers to monitor bus stops and promote physical distancing and usage of face coverings
- Routes will be adjusted as needed to accommodate for different scenarios

Campus Action Items:

1. Campus to ensure that buses/car drop off and pick up do not occur at the same time.
2. Campuses to outline location for drop off and pick up
3. Campus must ensure that departure from school includes an administration check point for all cars. Administrators will radio the teacher who will then dismiss the student to their car. No mass dismissal.
4. Campuses should encourage students to walk to school if they are able to safely do so.
5. Campus will provide procedures to ensure the implementation and supervision of all students during the bus arrival/dismissal process.

District Guidance

- For bus transportation, a mask/covering is required and can run full capacity
- Masks will be available on school buses for students who arrive without
- In Scenario 2, bus routes for ES and highest-need K12 SPED 4 days/week across ES+MS, Secondary 1 day/week - Promotes social distancing - 60-65% of students/building
- In all scenarios, if special transportation is provided, decisions about wearing a mask will be made on an individual

☑ Scenario 1
☑ Scenario 2
☐ Scenario 3

SUPPORTING SCHOOL DOCS
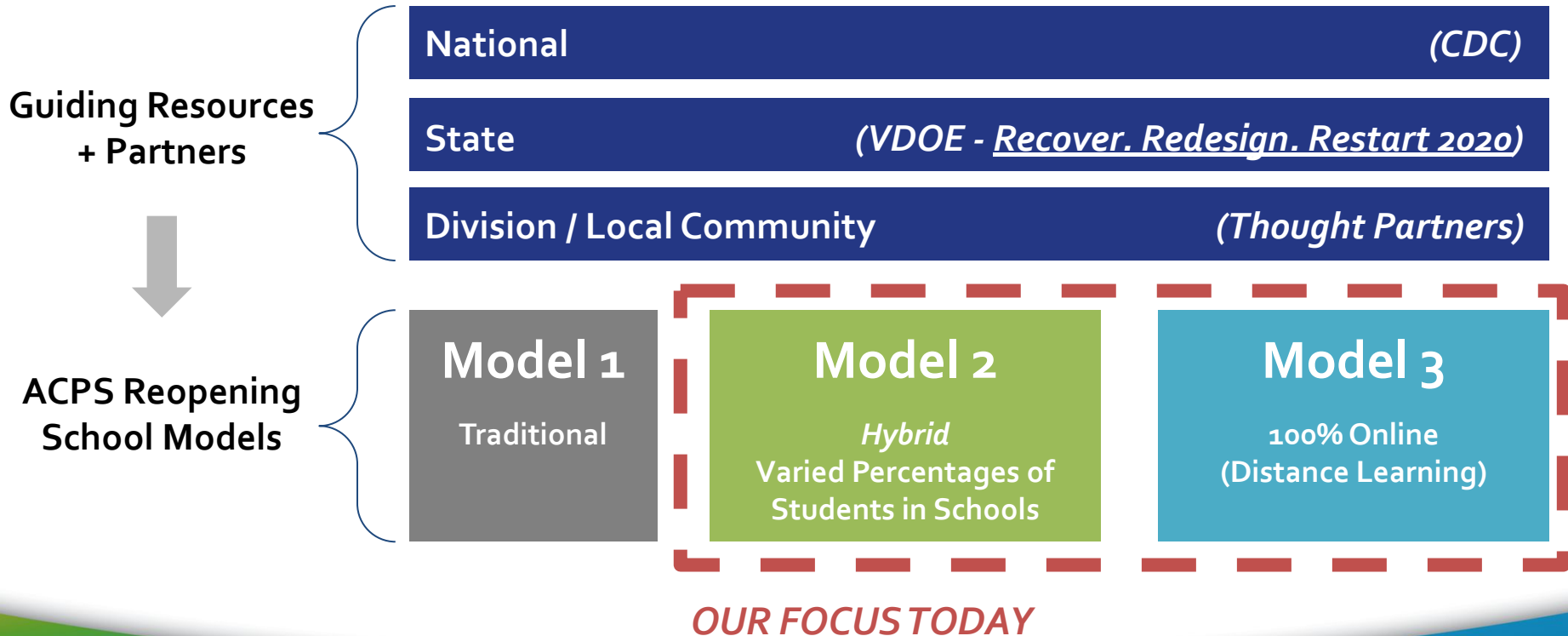
Note: Link your supporting documents below

- Bus schedule
- Bus diagrams
- Arrival/Departure Maps
- School signage
- Transportation Module

Sample from another division

Scheduling Guidelines

Small Group Breakouts

ACPS Broad Reopening Models

Guiding Resources + Partners

National	(CDC)
State	(VDOE - _Recover. Redesign. Restart 2020_)
Division / Local Community	(Thought Partners)

ACPS Reopening School Models

Model 1	Model 2	Model 3
Traditional	_Hybrid_ Varied Percentages of Students in Schools	100% Online (Distance Learning)

OUR FOCUS TODAY

Schedule Design Considerations

	Elementary	Secondary
Hybrid	Schedule A (Hybrid)	Schedule C (Hybrid)
Virtual	Schedule B (Virtual)	Schedule D (Virtual)

- **Days attending?**
  - Number of days in person attending (eg. 2 days a week in-person, 3 days a week virtual)
  - Consecutive days vs alternating days (eg. AB Schedule/AABB Schedule)
  - Students attending the entire SY vs. certain weeks
- **Who attends?**
  - Most students vs all students (eg. extra instruction for specific groups)
  - Entire grades vs some grades? Which students attend on which days? Do some students attend more than others? What do our students need?
- **Synchronous (In person and virtual)**
  - What is prioritized during in-person time?
  - What are the expectations for synchronous and asynchronous time by: grade level, subject
  - Will we adjust what courses are offered such as electives and specials?
- **Asynchronous Guidance (virtual)**
  - What is prioritized during asynchronous time?
  - What is not happening during asynchronous time?
- **Teacher Considerations**
  - Looping with students?
  - Is there a day that no students will be in the building (i.e. teacher planning day)?
  - What teacher hours/contracts should we keep in mind when planning?

Our Guiding Principles

Increase Equitable Access to Improve Learning Outcomes for All Students

Ensure the Voices of Parents, Families, Students

Study Lessons Learned and Data for Preparation and Execution

Value Community Coordination and Collaboration

Build Trust and Allow Creative Ideas for Reopening

Embrace Flexibility While Facing Unprecedented Challenges

Ensure Clear, Consistent, and Frequent Communication

Ensure Students Have Access to Technology and Connectivity

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For the Next 25 minutes→ Scheduling Exploration

- **[10 min]** Explore the [crosswalk document](#) of all NoVA scheduling guidance. Keep in mind: Would these schedules meet our Guiding Principles? Where might they fall short?

- **[15 min]** Review the anchor schedules, beginning with your specific group. (eg. **ES**→ **Hybrid Model**). Schedules are in [this slide deck](#).

- **[10 min]** Gather what these schedules sparked for you, what questions came up, and what we might consider adding to get to our Guiding Principles on this [padlet](#).

Time for breakouts! Groups of 4-5, randomly assigned.

Cross Functional Planning Team Time

…Time to head over to your CFPT Rooms…

(and welcome SCR team into yours)

LOOKING AHEAD TO WEDNESDAY

- Empathize with Staff + Families Using Survey Data + Feedback from Principals

- Build Division Guidance + School Actions

- Initiate 2-4 Schedule Prototypes

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Check Outs

I am most excited about _____ [topic].

I want to think more about _____ [topic].